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ABSTRACT

This handbook provides teachers with a vocational experience curriculum for special vocational education students in Kentucky. Topics of the 18 lessons are pretest of basic skills, computer instruction, group guidance--dropping out of school, reading--increased awareness of career opportunities, language arts--develop communication skills through writing letters of application, employability skills, mathematical operations, money and work, group guidance--drug and alcohol awareness, language arts--develop communication skills through writing request letters and personal resumes, library skills, community service and your job, computing mathematical averages, fractions, group guidance--peer influence, group guidance--opportunities available at school, library skills, and posttest. An information sheet for each lesson presents objective, suggested activities, a list of suggested resources, and evaluation. These types of materials may also be provided: worksheets, information sheets, examples, and tests. Answer keys to worksheets and tests are included. (YLB)

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AN OPPORTUNITY

FOR

A

NEW BEGINNING

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A TEACHER'S GUIDE FOR

VOCATIONAL EXPERIENCES

****

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PREFACE

It has been some thirteen years since the Hardin County Schools established its vocational experiences curriculum. Over the years, many students have profited by the program and have beccme fully functioning citizens.

Yet, there has been a need to provide a wider experience in the area of basic skills. Also, our "high tech" society has brought to the forefront the computer. Thus, this handbook is being designed to provide computer-assisted instruction, strengthening work in the basic skills, and group guidance activities.

Three gifted educators have devoted many hours to the development of this handbook. It is their hope that this effort will truly provide a new beginning for special vocational education students throughout the Commonwealth.

Many individuals assisted the project staff in designing and completing this curriculum. All, in their own way, committed their energies to thinking, planning, and projecting into the future. Without these commitments, the project would not have become a reality. Thus, the staff would like to take this opportunity to express their sincere appreciation to those individuals who made the project possible.

To Ms. Twyla Hanna of the Hardin County Schools, the staff extends a note of indebtedness for her encouragement, advice, and

counsel during the developmental period of the project. This professional assisted in the computer portions of this curriculum.

To Mr. Bill Kelley, Principal of West Hardin High School, the staff would like to thank him for his assistance in implementing the project. Without this assistance there would be no project.

Finally, the authors would like to thank the students for enrolling in the project. Hopefully, their future lives will be truly enriched because they were willing to join this pioneer effort.

November 21, 1984

Dr. Ernest G. Thro
Program Developer

Topic: Pre Test

Lesson: One

Objective: To obtain a global measurement of each student's basic skills functioning.

Activity: Have students complete Form A of the Basic Skills Inventory.

Resources: Students need to complete Form A of the Basic Skills Inventory.

Evaluation: All answer sheets will be scored by the instructor.

Basic Skills Inventory
Form A

Name _____ Date _____

1. The sum of 268, 27.7, and 3.14 is equal to:

   A. 2988.4
   B. 298.84
   C. 29.884
   D. 2.9884
   E. None of the above

2. The difference of 2871.68 and 28.4 is equal to:

   A. 2843.28
   B. 28432.8
   C. 28.4328
   D. 284.328
   E. None of the above

3. The product of 716.43 and 21.6 is equal to:

   A. 15474.88
   B. 154748.8
   C. 15474.888
   D. 15.7488
   E. None of the above

4. The quotient of 568 divided by 20.3 is equal to:

   A. 2798.03
   B. 279.803
   C. 27.9803
   D. 2.79803
   E. None of the above

5. Jack went to Brown's Store and bought $37.48 worth of groceries. He paid Mr. Brown with a fifty dollar bill. How much change did Jack receive?

   A. $12.53
   B. $12.48
   C. $12.63
   D. $12.28
   E. None of the above

6. Ms. West's class had the following scores on a recent math test: 88, 82, 76, 42, 87, 100, 86, 72, 98, and 82. Find the average score.

   A. 80.45
   B. 80.30
   C. 80.32
   D. 80.46
   E. None of the above

7. Mr. Buckles had a 16 1/2 foot board that he wished to divide into 2 3/4 foot sections. How many sections did Mr. Buckles have?

   A. 3
   B. 6
   C. 5
   D. 4
   E. None of the above

8. Ms. Johnson made a cake which contained 2 1/2 cups of walnuts, 2 3/4 cups of pecans, and 3/8 of a cup of peanuts. How many cups of nuts were in the cake?

   A. 5 7/8 cups
   B. 4 5/8 cups
   C. 6 3/8 cups
   D. 5 5/8 cups
   E. None of the above

9. Ms. Wilson had 7 1/2 yards of cotton print dress material. She wished to divide this material into four parts. How many yards would be in each part?

   A. 1 5/8 yards
   B. 1 3/8 yards
   C. 1 1/8 yards
   D. 1 7/8 yards
   E. None of the above

10. It is 1:00 p.m. in London, England. What time is it in New York if this city is 6 hours behind London?

   A. 6:00 a.m.
   B. 7:00 a.m.
   C. 8:00 a.m.
   D. 7:00 p.m.
   E. None of the above

11. 2,768 ÷ 27 = _____

A. 102.52
B. 114.68
C. 101.71
D. 98.82
E. None of the above

12. 87.6 ÷ 2.37 = _____

A. 36.89
B. 32.69
C. 36.96
D. 32.86
E. None of the above

13. 5,280 ÷ 2.6 = _____

A. 2038.76
B. 2041.84
C. 2032.82
D. 2030.77
E. None of the above

14. 687 ÷ 2.13 = _____

A. 316.54
B. 320.54
C. 322.54
D. 318.54
E. None of the above

15. 7.68 ÷ .21 = _____

A. 32.42
B. 36.57
C. 36.47
D. 33.46
E. None of the above

16. 1 2/3 X 2 3/4 = _____

A. 4 7/8
B. 4 5/8
C. 4 1/2
D. 4 2/3
E. None of the above

17. 12 2/3 X 4 = _____

A. 47 2/3
B. 48 2/3
C. 49 2/3
D. 50 2/3
E. None of the above

18. 2/3 X 1 2/3 X 3 3/4 = _____

A. 4 7/8
B. 3 3/8
C. 12 5/8
D. 6 1/8
E. None of the above

19. 2/3 X 1 1/3 = _____

A. 1/4
B. 1/2
C. 3/8
D. 2/3
E. None of the above

20. 2/3 X 3/12 X 7/8 X 1/14 = _____

A. 1/64
B. 1/32
C. 1/16
D. 1/8
E. None of the above

21. 6 2/3 ÷ 1 3/4 = _____

A. 3 17/21
B. 3 2/3
C. 3 1/3
D. 3 10/21
E. None of the above

22. 3/4 ÷ 1/2 = _____

A. 1 1/2
B. 1 3/4
C. 1 3/8
D. 1 1/8
E. None of the above

23. 12 ÷ 2/3 = _____

A. 17
B. 18
C. 19
D. 20
E. None of the above

24. 16 2/3 ÷ 2 1/2 X 3 1/3 = _____

A. 22 2/9
B. 12 1/3
C. 22 1/6
D. 32 1/4
E. None of the above

25. 3/8 ÷ 1 1/2 X 2/3 = _____

A. 1/12
B. 1/24
C. 1/8
D. 1/6
E. None of the above

Directions: (26-40) In each of the following words there may be a misspelled word. Choose the letter of the misspelled word. If there are no misspelled words, choose the letter E.

26. A. movement B. concern C. goten D. drive

27. A. separate B. automobile C. light D. mecidine

28. A. regard B. outwit C. observe D. wutch

29. A. council B. mutch C. charge D. divine

30. A. acheivement B. success C. gate D. divide

31. A. mony B. salary C. income D. watch

32. A. sung B. power C. testement D. publish

33. A. telephone B. television C. telegram D. teltype

34. A. bell B. belfry C. mason D. snow

35. A. penicil B. mystery C. mister D. royal

36 A. globe B. weight C. month D. excellint

37. A. diagnose B. inventory C. dolar D. language

38. A. exercise B. finest C. single D. volume

39. A. elder B. sujbet C. necessary D. determine

40. A. spirit B. ultimate C. kitchan E. husband

Directions: The following sentences contain errors in punctuation, grammar, or capitalization. Choose the letter of the error. If there are no errors, choose the letter E.

41. The boys who live (A) in Knoxville is late (B C) for the movie (D).

42. John was (A) next to the door when the president come (B C) up the platform (D).

43. The mailing address (A) was louisville (B), Kentucky (C D).

44. Freshmen (A) may not take only (B) five (C) classes for (D) credit.

45. Pupils may earn (A) no more then (B) two credits (C) through correspondence (D).

46. All transfer of Certified (A) personnel (B) will be done by May (C) of each year (D).

47. All vacancy (A) will be filled (B) by May (C) of each year (D).

48. John (A) is a member (B) of the Key (C) Club (D).

49. Each (A) person who expect (B) mail should (C) contact (D) the front desk.

50. A grading scale (A) has been adopted (B) by the school (C) Faculty (D).

Basic Skills Inventory
Form A

Name _____ Date _____

Directions: Write the correct letter for each question on this answer sheet.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Basic Skills Inventory
Form A
Answers to Questions

1. B	26. C
2. A	27. D
3. A	28. D
4. C	29. B
5. E	30. A
6. E	31. A
7. B	32. C
8. D	33. D
9. D	34. E
10. B	35. A
11. A	36. D
12. C	37. C
13. D	38. E
14. C	39. B
15. B	40. C
16. E	41. B
17. D	42. C
18. E	43. C
19. E	44. B
20. E	45. B
21. A	46. A
22. A	47. A
23. B	48. E
24. A	49. B
25. D	50. D

Topic: Computer Instruction

Lesson: Two

Objective: To give students a basic understanding of how to operate the TRS-80 computer.

Activity: Have students discuss the enclosed materials pertaining to the TRS-80 Radio Shack Computer. Then, complete the hands-on-activities.

Resources: Instructors need to follow the materials contained in this lesson.

Evaluation: Students will complete the quizzes contained in this lesson. An acceptable score will be 5 out of 7 items correct.

Components of the TRS-80

Input devices for the computer are the cassette tape player (or the disk drive) and the keyboard. When a programmer writes a program he/she enters that program through the keyboard. However, once a program has been saved onto another medium, either tape or diskette, it can be input by the tape player or the disk drive.

The memory of the Model 4 TRS-80 used in our labs is 64K. K represents approximately 1000 key strokes. Hence approximately 64,000 keystrokes of information can be stored in the computer at any one time. Keystrokes are often referred to as bytes of information by computer users. To the computer, which uses a binary language system, a byte is the equivalent of eight bits - a bit being either a zero or one. The computer translates each keystroke into a unique eight digit number consisting of a combination of zeroes and ones.

The computer contains two types of memory - RAM and ROM. RAM is an acronym for random access memory; whereas, ROM is an acronym for read only memory. The random access memory is available for use by the computer user to store information. However the read only memory is already pre-programmed with commands used in the BASIC language.

BASIC is the language used by the microcomputer. BASIC's complete name is Beginners' All-purpose Symbolic Instruction Code. The BASIC language uses common English words such as run, print, new, etc. to instruct the computer to perform certain

functions.

Output with our system can be in various ways. When the program is executing, output is generally to the video monitor. If the program needs to be removed from computer memory and saved for use at a later date, output is to the disk drive or the cassette tape recorder. If output of a hard copy of the program or if a printing of the contents of the monitor screen is desired, output is to the printer.

The following is an example of a basic program:

```
10 LET K = 0
20 LET K = 2(K+1)
30 PRINT K
40 GOTO 20
```

10, 20, 30, and 40 are called line numbers. It is necessary to number lines in a program. Generally line numbers are in multiples of ten to allow a programmer to alter a program in progress without renumbering. Lines numbered 11, 12, 13, etc. could be inserted into the above program if deemed necessary.

Print, let, and goto are statements understood by the computer. The Read Only Memory translates these statements for the computer. Print is a statement used to instruct the computer to exhibit alphanumeric characters on the video monitor. A Let statement assigns a value to a variable. The goto statement in the above program causes a continuous loop.

In order to enter information into the computer using the keyboard the ENTER key must be pressed after each line has been typed. The computer will understand that the line has been completed, and it will prepare for the next line by placing a flashing cursor at the beginning of the next line.

Quiz

1. On the TRS-80, the input devices are the:

   a. keyboard, cassette tape player and the disk drive;
   b. keyboard and power supply;
   c. video monitor and cassette tape player;
   d. disk drive and video monitor.

2. When entering a BASIC program into the computer, the last key that must be pressed is:

   a. shift;
   b. left arrow;
   c. ENTER;
   d. space bar.

3. The letter K represents approximately _____ bytes.

   a. 100;
   b. 64,000;
   c. 100,000;
   d. 1,000.

4. RAM is:

   a. Read Only Memory;
   b. Random Access Memory;
   c. Radio Shack Approximate Memory;
   d. Randomly Generated Memory.

5. PRINT, LET, GOTO are examples of BASIC:

   a. commands;
   b. loops;
   c. statements;
   d. lines.

6. The portion of the computer's memory which is pre-programmed with commands used in the BASIC language is:

   a. ROM;
   b. RAM;
   c. Randomly Generated Memory;
   d. General Access Memory.

7. A BASIC program must have which of the following:

   a. subroutines;
   b. print statements;
   c. loops;
   d. line numbers.

ANSWER KEY

1. A
2. C
3. D
4. B
5. A
6. A
7. D

Keys on Keyboard

The keyboard allows entry of all standard text and control characters. As with ordinary typewriters use [SHIFT] to enter the upper symbol on those keys containing two symbols.

The A-Z keys can produce either upper or lower case characters. There are two modes of operation: CAPS, in which the A-Z keys always produce capital letter; and ULC (upper/lower case), in which the A-Z keys produce lower case unless you press [SHIFT].

When you start the computer, the keyboard is in the CAPS mode. To switch to ULC, press the CAPS key or [SHIFT] [0]. To switch back, press the CAPS key or [SHIFT] [0] again.

Certain keys have special functions in BASIC.

[<-] Backspaces and erases the last character typed

[SHIFT] [<-] Starts over at the beginning of the line

[->] Tabs over to the next eight column boundary

[SHIFT] [->] Converts to 32 characters per line

[ENTER] Enters the line; (same as a return); BASIC will not interpret a line until ENTER is pressed.

[CLEAR] Cancels the current line, erases the display, converts to 64 characters per line, and positions to the upper left corner

[BREAK] Interrupts the current program or operation and prepares the computer for another keyboard command; cancels a cassette or line printer operation

RESET This is the orange-colored button at the upper right corner of the keyboard. To "start over" at the power-on message, you do not have to turn the unit off and on again.
Resetting will lose any program or data you had in memory.

Numeric Pad - The numbers are to the right of the keyboard; also on the top row of the keyboard. The pad at the right may be easier for children to use. When using numbers, 1 must be used rather than L, 0 rather than o.

Quiz

1. If you want to erase a letter (or character):

   a. press [BREAK];
   b. press [<-];
   c. give it to a postman;
   d. press [SHIFT] [0].

2. To clear the display:

   a. press [ENTER];
   b. turn of machine;
   c. press [<-];
   d. press [CLEAR].

3. When you turn on the computer it will be in the CAPS mode of operation; how is it switched to the ULC mode?

   a. press [SHIFT] [0];
   b. press [SHIFT] [->];
   c. press [ENTER];
   d. press [SHIFT] [0].

4. To enter anything into the TRS-80, you must first press:

   a. [CLEAR];
   b. [ENTER];
   c. [BREAK];
   d. any key.

5. To start over without shutting off power use which key?

   a. [ENTER];
   b. [<-];
   c. RESET;
   d. any number key.

6. To erase or cancel a line press:

   a. [SHIFT] [<-];
   b. [ENTER];
   c. [CANCEL];
   d. [->].

7. To interrupt a program; this key is used.

   a. [BREAK];
   b. [<-];
   c. [->];
   d. [ENTER].

ANSWER KEY

1. B
2. D
3. D
4. B
5. C
6. A
7. A

Activity I

Follow these instructions to load and execute a BASIC program on the TRS-80:

(a) Turn on computer (switch under right side).

(b) Notice the red light beside the disk drive come on. Wait until the red light goes off.

(c) Open the door of the disk drive. Insert the diskette into the drive with the label up and the notch in the diskette to the left. Close the door of the disk drive.

(d) Press the orange reset button.

(e) Answer the prompt for the date, being sure you use the indicated format. Press ENTER.

(f) At the prompt for the time, press ENTER. The program should then begin executing.

(Load and run the programs on the supplied diskettes.)

Activity II

Follow these directions for entering and running a program from the keyboard:

(a) Enter the following programs at the keyboard. Remember to press ENTER after every line.

(b) After entering the program is completed, type RUN and press ENTER to execute the program.

(c) To stop the execution of the program, press BREAK.

(d) Type NEW before entering a new program at the keyboard.

Program 1

```
10 PRINT "HOW OLD ARE YOU";
20 INPUT A
30 PRINT "YOU CAN RETIRE IN";65-A;" YEARS."
40 END
RUN
```

Program 2

```
10 PRINT "TYPE YOUR HEIGHT IN FEET, INCHES"
20 INPUT F,I
30 LET H=F*12+I
40 PRINT "YOUR HEIGHT IN INCHES =";H
50 PRINT "YOUR HEIGHT IN CENTIMETERS =";H*2.54
60 END
RUN
```

Program 3

```
10 CLS
20 LET X = RND(128) - 1
30 LET Y = RND(48) - 1
40 SET(X,Y)
50 GOTO 20
RUN
```

Program 4

```
10 FOR A = 0 TO 6.3 STEP .2
20 LET Y = SIN(A)
30 PRINT TAB(20*Y+20); "your name"    'use your actual name!
40 NEXT A
50 GOTO 10
RUN
```

Activity III

Enter the following at the keyboard:

```
10 LET N=0
20 LET N=N+1
30 PRINT N
40 GOTO 20
```

(a) Run the program.

(b) Stop the execution of the program.

(c) In order to have the program count to 30 by ones rather than counting continuously, type 40 IF K<30 THEN 20.

(d) Run the program again. Notice the results of your change.

(e) Make changes in the program to produce programs with the following results:

(1) Begin the counting at 20 rather than 1.
(2) Count by 2's.
(3) Print the odd numbers from 1 to 39.
(4) Print an ending message, such as, Have a nice day!

Topic: Group Guidance

Lesson: Three

Objective: To introduce the students to the facts concerning dropping out of school.

Activity: Have the students discuss the following questions:

1. What are some of the common reasons for dropping out of school?
2. Since many dropouts do make good money, what is wrong with dropping out?
3. Many students dropout of school to gain freedom. What's right and wrong with this reasoning?
4. Research studies often reveal that dropouts have serious reading problems. Do you feel a lack of reading skills causes dropouts?

Resource One: A former dropout might be recruited as a speaker.

Evaluation One: Students complete essays on why teenagers should remain in school.

Resource Two: Students might use the personal interview form for conducting dropout and recent graduate interviews.

Evaluation Two: Students complete a debate on the pros and cons of remaining in school.

Resource Three: The teacher might show the following filmstrip:

1. Dropping Out: Road to No Where (New York: Guidance Associates) - K-180.

Evaluation Three: Students compare salaries of dropouts with high school graduates.

Evaluation Four: Students conduct interviews with school dropouts and recent graduates.

Personal Interview Form
For
Former High School Graduate and Dropouts

1. Did you graduate from high school?

   A. Yes ____ B. No ____

2. What is your present job?

   A. Job Identification: _____
   B. Current Employer: _____

3. What is your hourly wage?

   A. Hourly wage: _____

4. Can you give four activities you enjoyed in school?

   A. _____
   B. _____
   C. _____
   D. _____

5. Can you give four activities you did not enjoy in school?

   A. _____
   B. _____
   C. _____
   D. _____

6. What do you like about your job?

   Answer: _____
   _____

7. What do you dislike about your job?

   Answer: _____
   _____

8. Do you plan to get additional schooling? If so, where?

   A. Source of additional schooling: _____
   _____

9. What future does your present job hold for you?

   Answer: _____
   _____

10. What do you plan to be doing ten years from now?

    Answer: _____
    _____
    _____

Topic: Reading

Lesson: Four

Objective: To develop an increased awareness of career opportunities through strengthening reading skills.

Activity: Have students read stories that depict various occupational roles.

Resources: Students need to consult the Widening Occupational Roles Kit (WORK) published by Science Research Association. Also, students need to review the job cluster classification system.

Evaluation: Students complete questions pertaining to the career stories.

JOB CLUSTERS

Clustering is an attempt to organize the 25,000 jobs in the United States into a manageable, understandable system. The attached 15 clusters, although not containing all jobs, are a means of relaying the wide scope of careers available in any one interest area. Within each cluster are careers that require a variety of skills and training.

1. PERSONAL SERVICES

Rationale: Careers which supply specific services that are purchased or obtained to fulfill a particular need or desire of a person.

Beautician
Shoe Cobbler
Social Worker
Insurance Agents
Refrigeration, Air Conditioning and Heating Mechanics
Babysitter
Priest
Missionary
Barber
Cleaner and Laundry Manager
TV and Radio Repair
Telephone Operator
Minister
Rabbi
Mortician
Tailor
Furniture Upholsterers

2. HEALTH SERVICES

Rationale: Careers related to the determination of health problems, physical caring for the problems and exploring possible preventive measures.

Psychologist
Doctor
Orderly
Practical Nurse
Occupation Therapist
Medical Secretary and Librarian
Veterinarian
Dentist
Optometrist
Pharmacist
Podiatrist
Laundry and Sterilizer
Bacteriologist
Osteopath
Psychiatrist
Nurse
X-Ray Technician
Nurse's Aide
Laboratory Technician
Hospital Administrator
Chiropractor
Dental Technician
Anesthesiologist
Dental Hygienist
Speech Pathologist

3. CONSTRUCTION

Rationale: Careers related to building.

Mobile Home Builder
Architect
Plumber
Engineer
Drafting
Carpenter

Plasterer
Mason
Bricklayer
Printer
Surveyor
Paperhanger
Pipefitter
Electrician
Industrial Designer
Excavator
Cabinet Worker
Cement Mason
Roofer
Heavy Equipment Operator

4. MANUFACTURING

Rationale: Career which creates a product.

Machine Operator
Machine Maintenance
Electronic Engineer
Assembly Line Operator
Mobile Home Assembler
Industrial Designer
Sheet Metal Worker
Skilled Tradesman
Tool and Die Operator
Chemist
Welder
Mechanical Engineer
Industrial Traffic Manager

5. TRANSPORTATION

Rationale: Careers related to the movement of people and things and improvement of or care for the necessary equipment.

Truck Driver
Pilot
Body and Fender Repair
Traffic Control Manager-Airlines
Brake Operator
Locomotive Engineers
Station Agents
Service Station Managers and Attendants
Auto Mechanic
Bus and Taxi Drivers
Aerospace Engineer
Conductors

6. AGRI-BUSINESS AND NATURAL RESOURCES

Rationale: Careers related to the productive use of land.

Farmer
Dairy Farmer
Feed Store Manager
Miner
Soil Conservationist
Agricultural Engineer
Agronomist
Petroleum Engineers
Rancher
Wildlife Manager
Butcher
Farm Equipment Sales
Farm Agent
Fish and Game Manager
Mining Engineer
Petroleum and Natural Gas Production Workers
Farm Manager
Poultry Farmer

7. PUBLIC SERVICE

Rationale: Careers which provide a service for individuals, some of which are tax supportive.

Kindergarten-Elementary Teacher
State Police Officer
Janitor
Junior and Senior High Teacher
Government Service
Civil Engineer

Certified Public Accountant
School Administrator
Food and Drug Inspector
Court Recorder
Lawyer
Counselor - School, Employment, Rehabilitation
Refuse Collector
Probation Officer
Fire Fighter
Librarian
Urban Planner
Court Bailiff
City Police Officer
Military
Nursery School Teacher

8. ENVIRONMENT

Rationale: Careers related to the protection, improvement of and proper use for the surroundings that influence a life.

Forest Ranger
Gardener
Landscape Architect
Biologist
Horticulturist
Park Ranger
Range Manager
Recycling Operator
Naturalist
Forestry Aides
Geologist
Tree Surgeon
Camp Counselor
Meteorologist
Fish and Game Warden
Environmental Engineer
Geophysicist

9. HOSPITALITY AND RECREATION

Rationale: Careers which enhance leisure for mankind.

Steward and Stewardess
Restaurant Manager
Social Directors
Waiter and Waitress
Restaurant Hostess
Travel Agent
Short Order Cook
Cook
Chef
Golf Pro
Dietician
Cashier
Swimming Pool Manager
Baker
Hotel-Motel Manager
Athlete

10. FINE ARTS AND HUMANITIES

Rationale: Careers related to the cultural and aesthetic improvement of human life.

Professional Musician
Dancer
Author
Literary Writer
Music Critic
Art Critic
Actress
Conductor
Sign Painter
Music Director
Stage Designer
Commercial Artist
Music Teacher
Poet
Piano Technician
Radio and TV Director
Actor
Composer
Film Editor
Orchestra Leader
Jeweler
Free-Lance Artist

Cartoonist
Singer
Playwright
Music Arranger
Fashion Designer
Singing Teacher
Floral Designer
Orchestrator
Sculptor

11. COMMUNICATIONS AND MEDIA

Rationale: Careers related to the transmission of information.

Journalist
Technical Writer
Audio-control Technician
Proofreader
Staff Programmer
Sound Engineer
Script Writer
Radio-TV Announcer
Electronic Technician
Lighting Technician
Foreign Correspondent
Sportscaster
Maintenance Technician
Reporter
Newswriter
Transmitter Technician
Photoengraver
Printer
Photographer
Video Technician
Lecturer

12. MARKETING AND DISTRIBUTION

Rationale: Careers which facilitate the development and economic movement of a product.

Salesperson
Statisticians
Packaging and Designer
Marketing Researcher
Consumer Product Seller
Systems Analyst
Sales Engineer
Economist
Production and Control Position
Sales Supervisor
Wholesale and Retail Distributors

13. MARINE SCIENCE

Rationale: Careers related to the understanding, exploration and commercial uses of the sea.

Marine Biologist
Seaman
Commercial Fisher
Physicists
Aquatic Biologist
Marine Geologists
Geophysicists

14. BUSINESS OFFICE

Rationale: Careers related to the efficient management of the business community.

Office Manager
Personnel Director
Advertising Workers
Data Processor
Stenographer
Computer Programmer
Bookkeeper
Accountant

Computer Operator
Public Relations Worker
Trailer Salesperson
Bank Teller
Receptionist
Key Punch Operator
Secretary
Purchasing Agent
File Clerk
Bank Management

15. CONSUMER AND HOMEMAKING EDUCATION

Rationale: Career related to the purchase and proper use of products for the home.

Interior Decorator
Appliance Demonstrators
Home Demonstration Agent
Price Control Agents
Milliner
Drapery Maker
Credit Interviewer
Tailor
Fashion Coordinators
Model
Extension Agent
Homemaker
Home Economist
Nutritionist

Topic: Language Arts

Lesson: Five

Objective: To develop communication skills through the writing of letters of application.

Activity: Have students practice writing letters of application.

Resources: Students need to consult the following:

1. Warriner, John. English Grammar and Composition - Grade 10 (New York: Harcourt, Brace and Company).
2. Sample application letter.

Evaluation: Students complete one letter of application.

BUSINESS_LETTER

Mr. John Smith
227 South Main Street
Elizabethtown, Kentucky 42701
April 23, 1984

Mr. William E. Johnson, Manager
The Discount Barn
327 South Dixie Avenue
Radcliff, Kentucky 40160

Dear Mr. Johnson:

Through this letter, I am making application for your opening as a stock clerk. Currently, I am enrolled in a high school class pertaining to career development. As part of the course work, students have an opportunity to practice the skills required of a stock clerk.

I have done very well in this class and enjoy the work of a stock clerk. Therefore, I would like to apply for your current opening.

I can come for an interview after school on any week day. Would you please schedule me for an interview at your convenience? You can contact me after 4:00 p.m. at 737-6654.

Sincerely,

John Smith

HARDIN COUNTY SCHOOLS
APPLICATION FOR A SECRETARIAL POSITION

NAME _____ DATE _____

ADDRESS _____ PHONE NUMBER _____

CITY _____ STATE _____ ZIP _____

AGE _____ BIRTH DATE _____ MARITAL STATUS _____

NO. OF CHILDREN _____ SOCIAL SECURITY NO. _____ _____ _____

SCHOOL OR POSITION
APPLIED FOR _____

_____

FOR OFFICE USE ONLY
Date Received _____
Acknowledgement Sent _____
Date Interviewed _____

EDUCATION AND TRAINING

HIGH SCHOOL ATTENDED _____ GRADUATE - YES___ NO ___

COLLEGES ATTENDED _____ HOURS COMPLETED ____

DEGREES EARNED AND DATES _____

MAJOR SUBJECT _____ HOURS _____

MINOR SUBJECT _____ HOURS _____

OVERALL SCHOLASTIC STANDING _____ TOP IN YOUR COLLEGE____

WORK EXPERIENCE

GIVE NATURE OF PREVIOUS EMPLOYMENT, NAME OF EMPLOYEERS AND DATES OF SERVICE.

_____

_____

_____

REFERENCES: NAME AND ADDRESSES

1. _____

2. _____

3. _____

OVER

ADDITIONAL INFORMATION WHICH YOU FEEL MIGHT HELP IN EVALUATING YOUR APPLICATION:
(LIST ANY SPECIAL TALENTS YOU HAVE)

_____

_____

_____

_____

_____

_____

_____

_____

_____
SIGNATURE OF APPLICANT

APPLICATION FOR A TEACHER AIDE POSITION IN HARDIN COUNTY

NAME _____ DATE _____

ADDRESS _____ PHONE NO. _____

_____

AGE _____ BIRTH DATE _____ MARITAL STATUS _____

NO. OF CHILDREN _____ SOCIAL SECURITY NO. _____ _____ _____

SCHOOL APPLIED FOR _____

_____

_____

FOR OFFICE USE ONLY
Date Received _____
Acknowledgement Sent _____
Date Interviewed _____

EDUCATION AND TRAINING

HIGH SCHOOL ATTENDED _____ GRADUATED - YES ___ NO ___

COLLEGES ATTENDED _____ HOURS COMPLETED _____

DEGREES EARNED AND DATES _____

MAJOR SUBJECT _____ HOURS _____

MINOR SUBJECT _____ HOURS _____

OVERALL SCHOLASTIC STANDING _____ TOP IN YOUR COLLEGE _____

WORK EXPERIENCE

GIVE NATURE OF PREVIOUS EMPLOYMENT, NAME OF EMPLOYERS AND DATES OF SERVICE.

_____

_____

_____

_____

REFERENCES: NAMES AND ADDRESSES

1. _____
2. _____
3. _____

(OVER)

ADDITIONAL INFORMATION WHICH YOU FEEL MIGHT HELP IN EVALUATING YOUR APPLICATION:
(List any special skills you have)

_____

_____

_____

_____

_____

_____

_____
SIGNATURE OF APPLICANT

Topic: Employability Skills

Lesson: Six

Objective: To assist students in understanding the relationship between education and income.

Activity: Divide the class into three groups and assign the following tasks to each group.

Group One: Identify ten jobs that do not require a high school education;

Group Two: Identify ten jobs that do require a high school education;

Group Three: Identify ten jobs that do require a college education.

Resource One: Students need to read pages 186 through 197 in Entering the World of Work (textbook).

Resource Two: Students need to consult the Widening Occupational Roles Kit (WORK) published by Science Research Association.

Evaluation: Students complete "The Value of an Education" inventory. An acceptable score will be 12 correct items out of 20 questions.

THE VALUE OF AN EDUCATION

Directions: Twenty occupations are listed below. Your task is to classify each occupation in terms of both annual income and required education for employment.

OCCUPATIONS	INCOME LEVEL			EDUCATIONAL LEVEL		
	LOW	MIDDLE	HIGH	NON-HIGH SCHOOL GRADUATE	HIGH SCHOOL GRADUATE	COLLEGE OR TECHNICAL SCHOOL
1. Doctor						
2. Lawyer						
3. Engineer						
4. Teacher						
5. Stock Boy						
6. Store Manager						
7. Assembly Line Worker						
8. Mechanic						
9. Electrician						
10. Truck Driver						
11. Service Station Attendant						
12. Salesperson						
13. Waiter or Waitress						
14. Telephone Lineperson						
15. Cook						
16. Dentist						
17. Sewing Machine Operator						
18. Telephone Solicitor						
19. Bank Teller						
20. Beautician						

THE VALUE OF AN EDUCATION

Directions: Twenty occupations are listed below. Your task is to classify each occupation in terms of both annual income and required education for employment.

OCCUPATIONS	INCOME LEVEL			EDUCATIONAL LEVEL		
	LOW	MIDDLE	HIGH	NON-HIGH SCHOOL GRADUATE	HIGH SCHOOL GRADUATE	COLLEGE OR TECHNICAL SCHOOL
1. Doctor			X			X
2. Lawyer			X			X
3. Engineer			X			X
4. Teacher		X				X
5. Stock Boy	X			X		
6. Store Manager		X			X	
7. Assembly Line Worker		X			X	
8. Mechanic		X				X
9. Electrician		X				X
10. Truck Driver		X		X		
11. Service Station Attendant	X			X		
12. Salesperson		X			X	
13. Waiter or Waitress	X			X		
14. Telephone Lineperson	X				X	
15. Cook	X			X		
16. Dentist			X			X
17. Sewing Machine Operator	X			X		
18. Telephone Solicitor		X			X	
19. Bank Teller		X			X	
20. Beautician		X				X

Topic: Mathematical Operations

Lesson: Seven

Objective: To help students perform basic mathematics operations commonly used in various career settings.

Activity: Have students complete the following activities:

1. Discuss the relationship between selected careers and mathematical operations;
2. Implement blackboard practice dealing with the four basic mathematical operations;
3. Practice writing checks and recording expenditures.

Resource One: Students need to complete the accompanying worksheets.

Resource Two: Teachers need to use the following materials:

A. Computer Software:

1. K-8 Math Program - (Radio Shack Company) - CS-14

B. Filmstrip:

1. Math All Around Us (Walt Disney Educational Media Company) - K-2256

Evaluation: Students complete a 25 problem quiz with an acceptable grade of 70% or better.

Name _____

MATH_SKILLS_TEST

1. 62 + 34 = _____
2. 75 + 13 = _____
3. 73 + 25 = _____
4. 64 + 23 = _____
5. 43 + 25 = _____
6. 52 + 24 + 37 = _____
7. 62 + 57 + 93 = _____
8. 26 - 7 = _____
9. 43 - 28 = _____
10. 129 - 67 = _____
11. 364 - 76 = _____
12. 584 - 75 = _____
13. 31 X 3 = _____
14. 23 X 13 = _____
15. 563 X 25 = _____
16. 421 X 378 = _____
17. 258 X 108 = _____
18. 1456 X 173 = _____
19. 952 ÷ 7 = _____
20. 843 ÷ 4 = _____
21. 986 ÷ 8 = _____
22. 136 ÷ 34 = _____
23. 420 ÷ 12 = _____
24. 781 ÷ 53 = _____
25. 4316 ÷ 37 = _____

MATH SKILLS TEST

ANSWER KEY

1. 96
2. 88
3. 98
4. 87
5. 68
6. 113
7. 212
8. 19
9. 15
10. 62
11. 288
12. 509
13. 93
14. 299
15. 14,075
16. 159,138
17. 27,864
18. 251,888
19. 136
20. 210.75
21. 123.25
22. 4
23. 35
24. 14.74
25. 116.65

Topic: Money and Work

Lesson: Eight

Objective: To provide students with an understanding of money-related items in the job setting.

Activity: Have the students complete the following activities:

1. Develop a realistic budget for a family of four;
2. Discuss how personal income is related to education and/or job training;
3. Develop a simulated grocery store and have students participate in a shopping spree;
4. Practice writing pay checks with records pertaining to withholdings;
5. Practice filling out time cards and computing weekly salary.

Resources: Resources could include the following:

A. Film

1. Consumer Education: Budgeting, (New York: BFA Company) - F440.

B. Filmstrip

1. Managing Your Money (Bloomington, Illinois: McKnight Publishing Company) - K2293.
2. Money Management (New York: BFA Company) - K-188

Evaluation: Students complete the worksheets for the lesson. An acceptable score will be 70% or better. Also, students complete a hypothetical budget.

Name _____

BUSINESS MATH

1. 43¢ + 37¢ = _____
2. 84¢ + 38¢ = _____
3. 47¢ x 2 = _____
4. $3.49 + $5.24 = _____
5. $7.26 - $5.85 = _____
6. $.75 + $.63 = _____
7. $1.27 + $1.49 + $.98 = _____
8. $2.41 + $6.75 + $9.89 = _____
9. $8.67 - $4.25 = _____
10. $7.43 - $2.95 = _____
11. $.95 x 5 = _____
12. $1.19 x 26 = _____
13. $8.95 x 17 = _____
14. 72¢ + 17¢ = _____
15. $.29 + $.35 = _____
16. $24.59 + $19.57 + $28.36 = _____
17. $9.79 - $4.85 = _____
18. 29¢ x 3 = _____
19. $.46 x 6 = _____
20. $1.39 x 8 = _____
21. $4.69 x 12 = _____
22. $3.24 x 24 = _____
23. $2.86 x 12 = _____
24. $16.12 x 15 = _____
25. $4.86 x 11 = _____

BUSINESS MATH
ANSWER KEY

1. 80¢
2. 112¢
3. 94¢
4. $8.73
5. $1.41
6. $1.38
7. $3.74
8. $19.05
9. $4.42
10. $4.48
11. $4.75
12. $30.94
13. $152.15
14. 89¢
15. $.64
16. $72.52
17. $4.94
18. 87¢
19. $2.76
20. $11.12
21. $56.28
22. $77.76
23. $34.32
24. $241.80
25. $53.46

CHECKING FOR LIFE

DIRECTIONS: Write the following checks:

1. Amount: $436.26
   Pay to the order of: Yale Furniture
   for: New Television Set

2. Amount: $26.27
   Pay to the order of: Green Leaf Flower Shop
   For: Valentine Flowers

3. Amount: $225.74
   Pay to the order of: A-1 Hardware Company
   For: New lawn mower

4. Amount: $13.40
   Pay to the order of: John Smith
   For: Window Repairs

KEEPING A CHECK REGISTER

DIRECTIONS: Given the following information complete the check register:

Original Balance: $3,527.28
Check #1: Yale Furniture
Amount of Check #1: $436.26
Date: February 10, 1984

Check #2: Green Leaf flower Shop
Amount of Check #2: $26.27
Date: February 14, 1984

Check #3: A-1 Hardware Company
Amount of Check #3: $225.75
Date: February 15, 1984

Check #4: John Smith
Amount of Check #4: $13.40
Date: February 20, 1984

CHECK NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT	DEPOSIT	BALANCE

KEEPING A CHECK REGISTER

DIRECTIONS: Given the following information complete the check register:

Original Balance: $3,527.28
Check #1: Yale Furniture
Amount of Check #1: $436.26
Date: February 10, 1984

Check #2: Green Leaf flower Shop
Amount of Check #2: $26.27
Date: February 14, 1984

Check #3: A-1 Hardware Company
Amount of Check #3: $225.75
Date: February 15, 1984

Check #4: John Smith
Amount of Check #4: $13.40
Date: February 20, 1984

CHECK NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT	DEPOSIT	BALANCE
					$3,527.28
1	2-10-84	Yale Furniture	$436.26	X	$3,091.02
2	2-14-84	Green Lake Flower Shop	$ 26.27	X	$3,064.75
3	2-15-84	A-1 Hardware Company	$225.75	X	$2,839.00
4	2-20-84	John Smith	$ 13.40	X	$2,825.60

PROPER MONEY MANAGEMENT

TOPIC: Operating the cash register.

DIRECTIONS: Using play money, each student will operate a cash register to solve the following problems:

1. John's total bill at the Dairy Delight was $2.82. How much change will John receive from a five dollar bill?
   _____

2. Mary brought the following items at the Best Foods Store: (a) Candy $.75; (b) Milk $1.75; (c) Ice Cream $2.87; and (d) Ham $1.78. What was her total bill and how much change did she receive from a ten dollar bill?

   Total Bill _____ Change _____

3. Jason went to The Key Hardware Store and asked the clerk to change a ten dollar bill into the following amounts of change: $2 worth of dimes; $1 worth of pennies; $3 worth of nickles; $2 worth of half-dollars; and $2 worth of quarters. How many coins of each denomination did Jason receive?

   a. pennies _____
   b. nickles _____
   c. dimes _____
   d. quarters _____
   e. half-dollars _____

4. Susan purchased groceries totaling $42.20. If the state sales tax is 5%, compute the following problems:

   a. What was her total bill including sales tax?
      _____

   b. What was her change from a fifty dollar bill?
      _____

5. Sally brought 10 items at $.28 each; 32 items at $.18 each; and 7 items at $.09 each. Answer the following problems:

   a. What was Sally's total bill? _____

   b. How much change did Sally receive from a ten dollar bill? _____

6. Jeff bought a pizza for $3.72. How much change will Jeff receive from a five dollar bill? _____

7. Ruth bought the following items at the Good Value Food

Market: (a) Coffee $2.78; (b) Steak $3.82; and (c) Soft Drinks $1.98. What was her total bill and how much change did she receive from a ten dollar bill?

Total Bill _____ Change _____

8. Jake purchased groceries totaling $27.40. If the state sales tax is 5%, compute the following problems:

   a. What was his total bill including sales tax?
   _____

   b. What was his change from a fifty dollar bill?
   _____

9. Joan went to The Fashion Shop and asked the clerk to change a ten dollar bill into the following amounts of change: $2 worth of pennies; $4 worth of nickles; $1 worth of dimes; $1.50 worth of quarters; $1.50 worth of half-dollars. How many coins of each denomination did Joan receive?

   a. pennies _____
   b. nickles _____
   c. dimes _____
   d. quarters _____
   e. half-dollars _____

10. Sharon bought 22 items at $.23 each; 42 items at $.15; and 6 items at $.11 each. Answer the following problems:

   a. What was Sharon's total bill? _____

   b. How much change did Sharon receive from a twenty dollar bill? _____

PROPER MONEY MANAGEMENT

TOPIC: Operating the cash register.

DIRECTIONS: Using play money, each student will operate a cash register to solve the following problems:

1. John's total bill at the Dairy Delight was $2.82. How much change will John receive from a five dollar bill?
   $2.18

2. Mary brought the following items at the Best Foods Store: (a) Candy $.75; (b) Milk $1.75; (c) Ice Cream $2.87; and (d) Ham $1.78. What was her total bill and how much change did she receive from a ten dollar bill?

   Total Bill $7.15 Change $2.85

3. Jason went to The Key Hardware Store and asked the clerk to change a ten dollar bill into the following amounts of change: $2 worth of dimes; $1 worth of pennies; $3 worth of nickles; $2 worth of half-dollars; and $2 worth of quarters. How many coins of each denomination did Jason receive?

a.	pennies	100
b.	nickles	60
c.	dimes	20
d.	quarters	8
e.	half-dollars	4

4. Susan purchased groceries totaling $42.20. If the state sales tax is 5%, compute the following problems:

   a. What was her total bill including sales tax?
      $44.31

   b. What was her change from a fifty dollar bill?
      $5.69

5. Sally brought 10 items at $.28 each; 32 items at $.18 each; and 7 items at $.09 each. Answer the following problems:

   a. What was Sally's total bill? $9.19

   b. How much change did Sally receive from a ten dollar bill? $.81

6. Jeff bought a pizza for $3.72. How much change will Jeff receive from a five dollar bill? $1.28

7. Ruth bought the following items at the Good Value Food

Market: (a) Coffee $2.78; (b) Steak $3.82; and (c) Soft Drinks $1.98. What was her total bill and how much change did she receive from a ten dollar bill?

Total Bill $8.58 Change $1.42

8. Jake purchased groceries totaling $27.40. If the state sales tax is 5%, compute the following problems:

   a. What was his total bill including sales tax? $28.77

   b. What was his change from a fifty dollar bill? $21.23

9. Joan went to The Fashion Shop and asked the clerk to change a ten dollar bill into the following amounts of change: $2 worth of pennies; $4 worth of nickles; $1 worth of dimes; $1.50 worth of quarters; $1.50 worth of half-dollars. How many coins of each denomination did Joan receive?

a.	pennies	200
b.	nickles	80
c.	dimes	10
d.	quarters	6
e.	half-dollars	3

10. Sharon bought 22 items at $.23 each; 42 items at $.15; and 6 items at $.11 each. Answer the following problems:

    a. What was Sharon's total bill? $12.02

    b. How much change did Sharon receive from a twenty dollar bill? $7.98

MY PERSONAL BUDGET

DIRECTIONS: Before you begin making your budget, you will need to name the four major areas of a personal budget. These are:

1. _____
2. _____
3. _____
4. _____

Now that you have named the four major areas of a budget, let's see how well you can develop a personal budget. Let us suppose that you make a net income of $536. Complete the following budget using the indicated percentage for each item:

A. Source of Income:

1.	Net salary for one month	$_____
2.	Other sources of income	$_____
	a. _____	$_____
	b. _____	$_____
	c. _____	$_____
	Total income for one month	$_____

B. Budget Information

1.	Funds available for savings and/or emergencies (7.2%)	$_____
2.	Rent or mortgage payment (20%)	$_____
3.	Electricity (2%)	$_____
4.	Gas for heating (5%)	$_____
5.	Phone (2%)	$_____
6.	Food and beverages (15%)	$_____
7.	Household operation expenses (10%)	$_____
8.	Household Furnishings (2.5%)	$_____

9.	Clothing (3.8%)	$_____
10.	Gasoline (3.5%)	$_____
11.	Car payment (7.5%)	$_____
12.	Medical care (1%)	$_____
13.	Gifts to church (10%)	$_____
14.	Public contributions (.5%)	$_____
15.	Personal needs (5%)	$_____
16.	Amusement and recreation (2.5%)	$_____
17.	Other _____ (2.5%)	$_____
	Grand Total	$_____
	Surplus	$_____

MY PERSONAL BUDGET

DIRECTIONS: Before you begin making your budget, you will need to name the four major areas of a personal budget. These are:

1. Fixed expenses;
2. Flexible expenses;
3. Day-to-Day costs;
4. Income

Now that you have named the four major areas of a budget, let's see how well you can develop a personal budget. Let us suppose that you make a net income of $536. Complete the following budget using the indicated percentage for each item:

A. Source of Income:

1.	Net salary for one month	$536
2.	Other sources of income	$0
	a. _____	$0
	b. _____	$0
	c. _____	$0
	Total income for one month	$536

B. Budget Information

1.	Funds available for savings and/or emergencies (7.2%)	$38.59
2.	Rent or mortgage payment (20%)	$107.20
3.	Electricity (2%)	$10.72
4.	Gas for heating (5%)	$26.80
5.	Phone (2%)	$10.72
6.	Food and beverages (15%)	$80.40
7.	Household operation expenses (10%)	$53.60
8.	Household Furnishings (2.5%)	$13.40

9.	Clothing (3.8%)	$ 20.37
10.	Gasoline (3.5%)	$ 18.76
11.	Car payment (7.5%)	$ 40.20
12.	Medical care (1%)	$ 5.36
13.	Gifts to church (10%)	$ 53.60
14.	Public contributions (.5%)	$ 2.68
15.	Personal needs (5%)	$ 26.80
16.	Amusement and recreation (2.5%)	$ 13.40
17.	Other _____ (2.5%)	$ 13.40
	Grand Total	$ 536.00
	Surplus	$ 0

Topic: Group Guidance

Lesson: Nine

Objective: To broaden the student's awareness of the effects of drugs and/or alcohol on one's personal, social, and school life.

Activity One: Have students identify the reasons teenagers begin drugs.

Resource One: Resources could include the local comprehensive care center and/or the local health department.

Evaluation One: Students complete the "Identification of Reasons for Drug Use." An acceptable score will be four out of five correct reasons.

Activity Two: Have students discuss the affects of alcohol and marijuana on the body.

Resource Two: Students need to consult "The Drug Scene" passout.

Evaluation Two: Students complete reports on the topics.

Activity Three: Have students investigate the affects of other types of drugs.

Resource Three: Students need to consult "The Drug Scene" passout.

Evaluation Three: Students complete reports on the topics.

IDENTIFICATION OF REASONS FOR DRUG USE

Name _____

Directions: Give five reasons why a teenager would begin using drugs:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

IDENTIFICATION OF REASONS FOR DRUG USE

Name _____

Directions: Give five reasons why a teenager would begin using drugs:

1. The teenager is suffering from boredom.

2. The teenager is under peer pressure.

3. The teenager wishes to do some experimentation.

4. The teenager has serious problems with family relations.

5. The teenager wants recreation.

THE DRUG SCENE

Many legitimate schemes for categorizing substances exist. Persons seeking to gain understanding of substances ought not be bothered by this. In general, schemes for categorizing substances vary with some consistency according to who prepares them and the use for which they are intended. In general, doctors tend to categorize substances according to what they do medically; chemists according to what they are chemically; and pharmacologists generally blend both approaches, depending upon their orientation with respect to research or practical application.

A categorization is a tool, useful if it assists in developing understanding of the potential effects substances may have on human bodies and behavior. Thus, the following conceptualization would be used only if it is helpful. If another scheme is favored and more useful to the teacher, no conflict would be created by substituting that scheme for the one here. The goals and objectives of the educational process described in this section do not depend on any particular categorization or pharmacological facts for successful implementation.

DEFINITION

The term "drug" refers to the change or alteration caused by the interaction between a chemical substance and a system of a living organism. The term "drug" is also often applied to the chemical substances, per se. In using the word "drug" in this manner, we are making a statement about the potential effect a particular substance may have once it is introduced into a system.

I. Central Nervous System Depressants

A. Sedative Hypnotics

1. Barbiturates

Example Types: Nembutal (pentabarbital); Seconal (secobarbital); Luminal (phenobarbital); Amytal (amobarbital)

2. Alcohol

Example Types: Ethyl Alcohol; Grain Alcohol

3. Tranquilizers

Tranquilizers are agents which can generally reduce agitation without significantly dulling mental alertness. Pharmacologically the tranquilizers are divided into the antipsychotic (major) tranquilizers and the antianxiety (minor) tranquilizers.

1. Major Tranquilizers: Example Types: Phenothiazines-Thorazine (chlorpromazine); Stedazine (trifluperazine); Mellaril (thioridazine)

2. Minor Tranquilizers: Example Types: Equanil , Miltown etc. (meprobamate); Librium (chlordiazepoxide); Valium (diazepam)

B. Narcotics

1. Opiates

Example Types: Opium, Morphine, Heroin, Codeine

2. Synthetics

Example Types: Methadone (Dolophine) Demerol (Meperedine) Damon (propoxyphene)

C. Other Depressants

1. Quasludes , Sopors , Parets (methaqualone)
2. Dalmorie
3. Doviden (glutethamide)
4. Noludar
5. Emprin Compound (Codeine + aspirin)
6. Tuinal

Discussion of Central Nervous System Depressants

Through this section of this report, the reader will have the opportunity to investigate the affects of various drugs on the system.

1. Barbiturates:

The pharmacolofic effects of barbiturates generally manifest drowsiness, slurring of speech, impaired coordination. NOTE: The effect of these substances adds to and multiplies with alcohol.

The major clinical uses of these agents are to reduce anxiety, insomnia, epileptic seizures, and to produce anesthesia.

Individuals generally must continue to increase dosage to obtain the desired effect, i.e., tolerance develops.

Psychological (habituation) and physical (withdrawal) dependence have been documented to occur with these drugs.

Many pharmaceutical associations have begun poster-pamphlet campaigns to publicize the dangers of mixing alcohol and prescription of over-the-counter drugs.

Pharmacists are receiving pamphlets urging them to warn customers of possible ill effects of various alcohol and drug combinations.

In addition, posters which read, "Taking Medication? Don't Drink." "Consult Your Pharmicist," are being distributed for display in drug stores and on outdoor billboards.

3. Tranquilizers

Valium, Librium, Seray, and Tenuxene--these are some of the feel-good drugs Americans can't seem to live without.

Although several of the tranquilizers are often prescribed by doctors, Valium is the world's number-one selling prescription drug.

So widespread is their use that it is hard to find an adult in the Western World who has not taken one of these drugs at least once.

However, on July 1, 1975, the Justice Department ordered them to come under strict government control. Previously there was no limit to the number of refills and no deadline for a prescription. Now these products may not be refilled more than five times and may not be refilled at all after six months.

The AMA has noted that the current production of all sedative drugs exceeds legitimate medical needs by a considerable margin.

The national figures, compiled by the Drug Abuse Warning Network, show a two-fold increase in the number of drug overdose cases in which Valium has clearly implicated. "Further," they continue, "doctors who prescribe Valium should do so for short periods. The patient can definnitely build up a tolerance."

Valium, like all sedative-type drugs, synergizes with alcohol. In addition, the effects are immediate.

2. Alcohol

The pharmacologic effects of alcohol is a classical central nervous system depressant. The disruption of the cerebral cortex

may result in the appearance of behavior not normally seen or performance may improve in some areas. Generally, judgment and muscle coordination is impaired. The relationship between blood alcohol levels and alcohol intake is complex in nature and differs from that of most other drugs. The sex of the individual, weight and the rate at which the alcohol is consumed are but a few of the factors influencing alcohol blood levels and thereby response to alcohol.* Alcohol is metabolized (inactivated) in the liver by a certain enzyme system which is available in a limited quantity over a certain period of time. Therefore, with some variations based on body size and liver size, the amount of alcohol metabolized per hour by an individual does not vary significantly (e.g., approximately 8-10 milliliters of pure alcohol per hour for a 150 pound male). The blood alcohol level will accumulate rapidly as one consumes large amounts of alcohol within a brief period of time. As the blood alcohol levels rise with rapidity the pharmacologic effects will intensify at a similar rate.

According to the National Institute on Alcohol Abuse, Alcoholism is a problem for at least 9 to 13 million Americans. Furthermore, serious drinking problems plague over 1,300,000 youngsters between the ages of 12 and 17.

The NIAA indicates the increasing problems associated with teenage drinking. For example, sixty percent of the persons killed in drunk driving accidents are teens.

Despite recent emphasis on alcohol education, the youngsters interviewed held major misconceptions about alcohol. They did not believe that beer could be dangerously intoxicating. Forty-two percent said that they could drink five to seven cans of beer without becoming intoxicated enough to impair their driving. The interviewees also mistakenly believed that black coffee and cold showers have a sobering effect, and they seemingly rejected figures which show that the risk of death increases greatly with drunk driving. Apparently almost half the nation's secondary school students drink alcoholic beverages regularly without adult supervision.

4. Narcotics:

The pharmacologic effects of narcotics are that they block out the awareness of pain whether it be physiological or psychological in nature. The substance produces a euphoric state particularly in individuals with pain. The construction of pupil size, constipation, and depressed respiration are all common with narcotics. The effects of these substances adds to and multiplies with alcohol.

II. Central Nervous System Stimulants

A. Amphetamines and Amphetamine - Like agents

Example Types: Benzedrine (amphetamine); Dexedrine (dextroamphetamine); Methedrine , Desoxyn (methamphetamine); Preludin (phenmetrazine); Tenuate (diethylpropion); Didrex (benzphatamine).

B. Cocaine

C. Caffeine

D. Nicotine

Example Types: Coffee, Cola Drinks, Tea

Discussion of Central Nervous System Stimulants

A. Amphetamines and Amphetamine--like agents

The pharmacologic effects center on the central nervous system. The results are: appetite suppression; increased heart rate and blood pressure; and increase of energy.

The drugs are used in the management of Narcolepsy (excessive or uncontrollable sleep attacks), certain types of hyperkinesis (limited value) and appetite suppression (limited value). The AMA has indicated that amphetamine use is of trivial significance in a weight loss program.

A person using the drugs may be talkative, anxious, nervous or overly aggressive. The continued use may lead to the development of paranoid phychosis.

The tolerance to the effects produced by amphetamines does occur. Continued use of amphetamines produces a compulsive behavior with regard to the intake of amphetamines and other behaviors.

Abstinence is followed by depression, fatigue, overeating, but not by convulsions. These symptoms usually disappear in 1 or 2 weeks; however, the depression may persist.

Caffeine is used to constrict cerebral blood vessels (basic for use in products used for relief of headaches). In addition, it is used as a nervous system stimulant (mask fatigue).

The continual use produces nervousness, anxiety, and probably elevation of blood pressure. Consumption of extremely large doses (1.0 grams or greater) may induce convulsions.

Tolerance to the effects of caffeine is minimal. Psychological dependence develops and signs of physical dependence appear following cessation of use. The withdrawal symptoms are usually manifested as headaches and perhaps lethargy. Symptoms may appear in individuals who consume six or more cups of coffee daily following about 24 hours of abstinence. Caffeine has been linked to chromosome damage, alterations in the DNA structures, problem pregnancies, neurological disfunctions, reduced work performance, impaired concentration and increased stress and tension.

D. Nicotine:

Pure nicotine is one of the most toxic drugs known to man. The lethal dose of nicotine in man is approximately 60 milligrams. In the central nervous system nicotine may increase arousal and in some animal experiments may facilitate learning. These findings remain to be documented in humans. Other effects include elevation in blood pressure, increased heart rate, and decreases in pulmonary function. It should be pointed out that nicotine is but one of 57 active agents that have been identified in tobacco and tobacco smoke.

Tolerance to the effects and dependency develops with continued use of nicotine. The symptoms of dependency to nicotine are well established. In several recent studies of opiate users who were asked to rank drugs according to their "need" for them, found that cigarettes were the most needed drug, ahead of alcohol, coffee, tea, barbiturates, amphetamines, hallucinogens, and even opiates, including heroin. It has also been observed that three out of four smokers want to or have tried to stop smoking, that only 15 percent do stop, and that only two percent can engage in occasional smoking. Mark Twain's remark about smoking says it all - "How easy it is to stop smoking---I've done it many times."

III. Hallucinogens

A. Marijuana

B. Lysergic Acid Diethylamide (LSD)

C. Others - Psylocibin, Peyote, DMT, STP, Mescolien

Discussion of Hallucinogens

A. Marijuana

The psychoactive material is primarily concentrated in the resin secreted by the unfertilized female flower. The resin mixture is referred to as hashish. The term marijuana refers to the mixture of chopped leaves, flowers, and stems of the male and/or female plant which is smoked.

The psychoactive principle of the plant is the tetrahydrocannabinols (e.g., Delta-9 and Delta-8 tetrahydrocannabinol, abbreviation THC).

B. Cocaine:

The pharmacologic effects of cocaine is the potent local anesthetic agent, and like most agents in this group, produces central nervous system stimulation (e.g., cerebral cortex and reward center). Cocaine increases motor activity and heart rate.

The medical use of cocaine is for local anesthetic. Major non-medical use is as a central nervous system stimulant.

Individuals snorting the drug will damage the nasal septum manifested by nose bleeds and ulceration of the septum. Intoxication with cocaine is manifested by convulsion and possibly by Cardiac arrest.

A strong compulsive behavior centered on the procurement of the drug develops in continual users of cocaine. Little evidence presently exists regarding the development of physical dependence to cocaine. Thus, cocaine represents an interesting concept in that it points out that the development of a strong psychological (compulsive behavior) dependency may be considered at least as harmful or more harmful than the development of physical dependence.

C. Caffeine:

Caffeine is present in coffee, tea, Coca Cola, Pepsi Cola, and in various other items. Caffeine is probably the oldest known central nervous system stimulant known to man. Additionally, caffeine can constrict certain blood vessels, elevate blood pressures, and increase the output of urine.

The pharmacologic effects of marijuana range from sedation to euphoriant to hallucinogen depending upon the potency i.e., THC content and method of administration of the preparation by the user.

Other pharmacologic responses include increased heart rate, dry mouth and reddening of the eyes. It should be noted that the effects may be additive with alcohol.

No accepted medical use to date.

Euphoriant effect ("stoned"), reddening of eyes and increased craving of food, particularly sweets, are among the notable responses to marijuana use and intoxication.

The question of tolerance to marijuana is an unsettled issue. Some people claim that a "reverse tolerance" develops in users, i.e., the user becomes more sensitive to the effects with continued use. These results or observations have been difficult to document. Psychologic dependence likely develops to marijuana; however, no conclusive evidence indicated the development of physical dependence. However, as in the case of cocaine and amphetamines, remember that the fact no physical dependence may ensue does not indicate that the drug cannot be harmful or that its use can be terminated at one's will.

Topic: Language Arts

Lesson: Ten

Objective: To develop communication skills through the writing of request letters and personal resumes.

Activity: Have students develop a request letter pertaining to post-high school training. Also, have student write a personal resume.

Resources: Students need to review the materials contained in this lesson. Further, pupils need to complete selected exercises on pages 535 through 544 of Warriner, John. English Grammar and Composition - Grade 11 (New York: Harcourt, Brace and Company).

Evaluation: Students complete a request letter and receive an answer.

RESUME EXAMPLE ONE

NAME:	Mr. John Smith
ADDRESS:	2168 North Mantle Elizabethtown, Kentucky 42701
PHONE:	502-765-2168
MAJOR WORK EXPERIENCE (1965-76)	Salesperson Served as salesperson in the hardware business, drug store, and fast foods restaurant. Named salesperson of the month while working with fast foods.
	Service Station Worker Provided basic services at local service station. Can perform oil changes, tire repairing, and tire balancing.
	Newspaper Route Provided home delivery service for local newspaper. Named outstanding carrier during one year.
EDUCATION:	GED Certificate Mulberry Learning Center Elizabethtown, Kentucky 42701

RESUME EXAMPLE TWO

NAME:	Mr. Bill Johnson
ADDRESS:	626 Dawn Street Elizabethtown, Kentucky 42701
PHONE:	502-737-6667
SALES MANAGEMENT:	Responsible for planning sales campaigns for insurance company. Made major policy decisions on all facets of sales. Increased yearly profits by 25%.
MARKET PLANNING:	Investigated new types of insurance and analyzed new markets for existing insurance plans. Introduced new health insurance plan for senior citizens.
SALES TRAINING:	Hired and trained 15 salespersons.
SALES:	Sold one million dollars of insurance during one year.
1964-Present	Life Insurance of Kentucky Started as salesperson and advanced to district manager in 1970.
1960-64	National Insurance Company Served as salesperson in two district offices. Generated $2,000,000 worth of policies.
EDUCATION:	B.A., Western Kentucky University, 1960

RESUME EXAMPLE THREE

NAME: Ms. Ruth Jones
ADDRESS: 218 Elm Street
Elizabethtown, Kentucky
ZIP CODE: 42701
PHONE: 502-737-2016

POSITION DESIRED: Salesperson

WORK EXPERIENCE:

1971 - Present

Salesperson
Kitchen Appliances
Jones Appliance Company
2010 Dixie Avenue
Elizabethtown, Kentucky 42701

Responsible for the selling of kitchen appliances.
* Prepare all invoices for processing.
* Check credit ratings of customers.
* Order new appliances from warehouse.
* Provide demonstrations of appliances.

1969 - 1971

Salesperson
Elizabethtown Furniture
216 North Mulberry
Elizabethtown, Kentucky 42701

Assisted the manager of the carpet department.
* Prepare carpet sample books.
* Served customers in making carpet choices.

1968 - 1969

Salesperson
Hardin Ice Cream Company
614 West Second Street
Elizabethtown, Kentucky 42701

Provided soda fountain service.
* Prepare various ice cream dishes.
* Operated the cash register.

EDUCATION:

High School diploma, 1968
Elizabethtown High School
Elizabethtown, Kentucky 42701

RESUME DEFINITIONS

DIRECTIONS: Identify the three types of resumes and describe each kind.

	TYPE OF RESUME		DESCRIPTION
1.	_____	a.	_____
		b.	_____
2.	_____	a.	_____
		b.	_____
3.	_____	a.	_____
		b.	_____

RESUME DEFINITIONS

DIRECTIONS: Identify the three types of resumes and describe each kind.

	TYPE OF RESUME		DESCRIPTION
1.	Chronological Resume	a.	Jobs are listed in chronological order with most recent position listed first.
		b.	Employment dates are listed. These items are followed by the name of the organization and then job title.
2.	Functional Resume	a.	Emphasizes the qualifications of the applicant, not the work history.
		b.	Exact dates of employment are not indicated.
3.	Combination Resume	a.	Similar to the functional resume but dates and employment names are included.
		b.	This resume can emphasize skill areas or chronology of employment.

Topic: Library Skills

Lesson: Eleven

Objective: To assist students in developing basic library skills.

Activity: Have students divide up in pairs and visit the school library. Then, have the paired students compile a book list on a selected career area.

Resource: Students need to use "The Book Address" form for compiling their book lists.

Evaluation: Paired students compile their book lists.

THE BOOK ADDRESS

Author's Name: _____

Title of Book: _____

_____

Book Publisher: _____

_____

Location of Book Publisher: _____

_____

Year Published: _____

_____

Subject of Book: _____

_____

_____

Library Call Letters and Numbers: _____

_____

_____

Topic: Community Service and Your Job

Lesson: Twelve

Objective: To identify the contributions that personal job choices make to the total community.

Activity: Have students identify the community contributions of the following occupations:

1. Fireperson;
2. Policeperson;
3. Dentist;
4. Auto Mechanic;
5. School Bus Driver;
6. Highway Employee;
7. Teacher;
8. Doctor;
9. Cook;
10. Minister.

Resources: The instructor may wish to show one or more of the following filmstrips:

K-2286 JOBS AND GENDER. Guidance Associates. 2 filmstrips, 2 cassettes, 1 guide.

K-2287 AM I WORTHWHILE? IDENTITY AND SELF-IMAGE. Guidance Associates. 4 filmstrips, 4 cassettes, 4 records, 1 guide.

K-2288 HUMAN RELATIONSHIPS: WHY THEY SUCCEED OR FALL. Guidance Associates. 4 filmstrips, 4 cassettes, 4 records, 2 guides.

K-2289 EMPLOYABILITY SKILLS PROGRAM MODULE 13; ON THE JOB. Education Associates/Wisconsin Vocational Studies Center. 1 filmstrip, 1 cassette.

K-2290 JOB INTERVIEW, The. (Entering the World of Work). Education ASsociates/McKnight Publishing Company. 1 filmstrip, 1 cassette.

K-2291 FILING OUT AN APPLICATION. (Entering the World of Work). Education Associates/McKnight Publishing Company. 1 filmstrip, 1 cassette.

K-2292 WHY WE WORK. (Entering the World of Work). Education Associates/McKnight Publishing Company. 1 filmstrip, 1 cassette.

K-2293 MANAGING YOUR MONEY. Education Associates/McKnight Publishing Company. 1 filmstrip, 1 cassette.

K-2294 SETTING YOUR CAREER GOALS. Education Associates/ McKnight Publishing Company. 1 filmstrip, 1 cassette.

K-2295 JOB ATTITUDES-DEVELOPING GOOD ATTITUDES, PART 1. Education Associates/Creative Visuals. 1 filmstrip, 1 cassette.

K-2296 JOB ATTITUDES-DEVELOPING GOOD ATTITUDES, PART II. Education Associates/Creative Visuals. 1 filmstrip, 1 cassette.

K-2305 OUTSIDERS, THE. Miller-Brody Productions, Inc. 2 filmstrips, 2 cassettes, 1 guide.

Evaluation: Students complete the "Community Service" inventory.

An acceptable score will be 70% or better.

COMMUNITY SERVICE

DIRECTIONS: Listed below are ten occupations. Your task is to identify three community contributions for each job area.

OCCUPATION	COMMUNITY CONTRIBUTIONS
1. Fireperson	a. _____ b. _____ c. _____
2. Policeperson	a. _____ b. _____ c. _____
3. Dentist	a. _____ b. _____ c. _____
4. Automobile Mechanic	a. _____ b. _____ c. _____
5. School Bus Driver	a. _____ b. _____ c. _____
6. Highway Employee	a. _____ b. _____ c. _____
7. Teacher	a. _____ b. _____ c. _____
8. Doctor	a. _____ b. _____ c. _____
9. Cook	a. _____ b. _____ c. _____
10. Minister	a. _____ b. _____ c. _____

COMMUNITY SERVICE

DIRECTIONS: Listed below are ten occupations. Your task is to identify three community contributions for each job area.

OCCUPATION	COMMUNITY CONTRIBUTIONS
1. Fireperson	a. Fighting fires; b. Providing lectures on fire safety; c. Performing fire safety inspections.
2. Policeperson	a. Fighting crime; b. Enforcing traffic laws; c. Providing lectures on police duties.
3. Dentist	a. Providing dental services; b. Providing dental hygiene; c. Providing health care information.
4. Automobile Mechanic	a. Repairing automobiles; b. Performing maintenance checks; c. Testing automobiles.
5. School Bus Driver	a. Transporting students to school; b. Transporting students to activities and field trips; c. Administering first aid.
6. Highway Employee	a. Building roads; b. Erecting safety signs; c. Maintaining roads.
7. Teacher	a. Instructing in classwork; b. Sponsoring club activities; c. Building good citizenship.
8. Doctor	a. Providing general health care; b. Performing medical operations; c. Performing general physicals.
9. Cook	a. Preparing food; b. Maintaining health standards; c. Disposing of food wastes.
10. Minister	a. Providing spiritual guidance; b. Serving as administrative head of a church. c. Visiting church members.

Topic: Computing Mathematical Averages

Lesson: Thirteen

Objective: To provide an opportunity for students to practice computing mathematical averages.

Activity One: Have the students compute their own grade averages.

Activity Two: Have the students record the daily temperature for five days. Then, have the students determine the average weekly temperature.

Resources: The instructor may wish to play the following audio tape:

1. Averages, Graphs, and Tables (New York: Imperial Intermediate Math Program) - T-982.

Evaluation: Students compute averages with 70% or better accuracy.

Topic: Fractions and You

Lesson: Fourteen

Objective: To provide opportunity to perform fractional operations.

Activity One: Lead the students in a discussion of fractional operations. Also, teach such concepts as (1) fundamental operations; (2) numerator; and (3) denominator.

Activity Two: Have students demonstrate their mastery of fractions through blackboard work.

Activity Three: Have students make posters illustrating fractional concepts.

Activity Four: Have students measure various articles of classroom furniture.

Resources: The teacher may wish to use the following materials:

A. Audio Tapes:

1. Renaming Fractions in Simplest Terms (Columbus, Ohio: Bobbs-Merrill Company) - %-868.
2. Building Equivalent Fractions (Columbus, Ohio: Bobbs-Merrill Company) - T-867.
3. Addition and Subtracting of Fractions with Like Denominators (Columbus, Ohio: Bobbs-Merrill Company) - T-869.
4. Addition and Subtracting of Fractions with Unlike Denominators (Columbus, Ohio: Bobbs-Merrill Company) - T-871.

Evaluation: Students complete the "Fractions and You" test. An acceptable score will be 70% or better.

Name _____

FRACTIONS AND YOU

Solve the following problems:

1. 1/5 + 2/5 = _____
2. 4/7 + 2/7 = _____
3. 3/4 + 2/4 = _____
4. 11/12 - 3/12 = _____
5. 7/8 - 2/8 = _____
6. 8/9 - 5/9 = _____
7. 5/6 - 2/9 = _____
8. 7/8 + 7/9 = _____
9. 9/10 - 7/15 = _____
10. 8/9 - 2/3 = _____
11. 3/4 X 1/5 = _____
12. 2/7 X 3/5 = _____
13. 6 X 2/5 = _____
14. 2/7 X 4 = _____
15. 6 2/3 X 5 = _____
16. 6 7/8 X 16 = _____
17. 5 ÷ 1/3 = _____
18. 1/2 ÷ 3 = _____
19. 5/8 ÷ 5/6 = _____
20. 4/9 ÷ 2/3 = _____

FRACTIONS AND YOU

ANSWER KEY

1. 3/5
2. 6/7
3. 1 1/4
4. 2/3
5. 5/8
6. 4/9
7. 1 1/18
8. 1 47/72
9. 65/150
10. 1/9
11. 3/20
12. 6/35
13. 2 2/5
14. 1 1/7
15. 33 1/3
16. 110
17. 15
18. 1/6
19. 3/4
20. 2/3

Topic: Group Guidance

Lesson: Fifteen

Objective One: To show students how peer pressure influences their decisions.

Activity One: Have students discuss "What is More Important: What Your Friends Think or What You Think?"

Resource One: The building guidance counselor could serve as resource person.

Evaluation One: Students develop a bulletin board showing the pros and cons of this subject.

Objective Two: To show students how to better relate to parents, teachers, and other adult figures.

Activity Two: In open class discussion, identify ways parents put pressure on their children.

Resource Two: A panel could be developed consisting of a parent, school counselor, teenager, and teacher.

Evaluation Two: Students develop ways to work cooperative with parents.

Objective Three: To improve the student's ability to solve problems.

Resource Three: The teacher needs to implement the "How to Solve Problems" exercise.

Evaluation Three: Students complete discussions using "How to Solve Problems."

TITLE: How to solve problems

PURPOSE: To help students identify problems which they may or may not be able to do anything about.

PROCEDURE:

1. Have students think about a problem that is of particular concern to them.

2. Have students write the answers to these questions:

   (a) What exactly is the problem?
   (b) How does it affect you?
   (c) Does it affect other people? If so, who?
   (d) What would have to be done to solve the problem?
   (e) What can you do to help solve the problem?
   (f) Can any person help you with the problem?

3. Using the answers to the above questions, it should be apparent whether the problem can be solved by the individual, or whether it is totally beyond his control.

4. Utilize problem solving check list with all students.

5. Lastly, provide an example of an unsolvable problem for the purpose of helping students deal with them.

   -- the imminent death of a loved one
   -- a narrow bridge which must be traveled over everyday
   -- having your worst enemy in class with you

Discussion here should be aimed at making youngsters realize that situations do exist which individuals must learn to adapt to. Ways of adjusting could then be discussed.

PROBLEM SOLVING CHECKLIST

1. The problem should be clearly stated.

   _____

   _____

   _____

2. Get information about the problem. List some people who might be able to provide information.

   _____ _____

   _____ _____

   _____ _____

3. List some alternative ways of dealing with the problem.

   (a) _____

   (b) _____

   (c) _____

4. Determine probable outcomes of each alternative.

   (a) _____

   (b) _____

   (c) _____

5. Choose a course of action which seems to offer the best chance for solving the problem.

   _____

   _____

   _____

   _____

Topic: Group Guidance

Lesson: Sixteen

Objective: To develop in all students an understanding of what opportunities are available at the school.

Activity One: Invite students and/or teachers to visit the classroom for an opportunity to discuss the academic school programs.

Resource One: Resource persons may include classroom teachers, fellow students, and guidance personnel.

Evaluation: Students participate in group discussions.

Activity Two: Invite club officers to the classroom for an opportunity to discuss extra-curricular activities.

Resource Two: Resource persons may include club officers.

Evaluation Two: Students participate in group discussions.

Activity Three: Have each student complete the "Setting My Goals" exercise.

Evaluation Three: Students complete the "Setting My Goals" exercise.

JOB RESPONSIBILITY

DIRECTIONS: You have just been named chairperson of the senior magazine sales campaign. As chairperson, list six jobs that you would have to perform. Also, discuss each job by listing three responsibilities for each.

JOB	RESPONSIBILITIES
1. _____	a. _____
	b. _____
	c. _____
2. _____	a. _____
	b. _____
	c. _____
3. _____	a. _____
	b. _____
	c. _____
4. _____	a. _____
	b. _____
	c. _____
5. _____	a. _____
	b. _____
	c. _____
6. _____	a. _____
	b. _____
	c. _____

JOB RESPONSIBILITY

DIRECTIONS: You have just been named chairperson of the senior magazine sales campaign. As chairperson, list six jobs that you would have to perform. Also, discuss each job by listing three responsibilities for each.

	JOB		RESPONSIBILITIES
1.	Appointment of Salespersons	a.	Identification of class meeting date;
		b.	Planning of class meeting;
		c.	Development of record keeping procedures
2.	Inventory of sales materials	a.	Unpacking of sales materials;
		b.	Checking sales materials against order blank;
		c.	Transporting sales materials to the class meeting.
3.	Recruitment of sale campaign captains	a.	Placement of announcements concerning volunteer captains;
		b.	Conducting of volunteer captain's meeting;
		c.	Development of campaign kits for captains.
4.	Conducting class meeting	a.	Development of agenda for meeting;
		b.	Appointment of campaign captains;
		c.	Organizing students into campaign teams.
5.	Keeping sales records	a.	Conducting daily collections;
		b.	Charting progress of each team;
		c.	Depositing money with school secretary.
6.	Closing magazine campaign	a.	Announcing the winning teams;
		b.	Completing final sales records for magazine company;
		c.	Completing final financial records for school secretary.

SETTING MY GOALS

Directions: It is important that every high school student establish educational and occupational goals during high school. This exercise was developed to assist you in developing goals.

Name _____

Address _____

_____

ZIP Code _____ Phone _____

School _____ Grade _____

A. Planning your high school classes is extremely important. Develop with the assistance of your teacher and/or school counselor the following educational plan:

Grade 9

Course Area	Course Selection
1. English 9	1. English 9
2. Mathematics	2. _____
3. Science	3. _____
4. Health and PE	4. Health and PE
5. Elective	5. _____
6. Study Hall	6. Study Hall

Grade 10

Course Area	Course Selection
1. English 10	1. English 10
2. Mathematics	2. _____
3. Science	3. _____
4. Citizenship	4. Citizenship
5. Elective	5. _____
6. Study Hall	6. Study Hall

Grade 11

Course Area	Course Selection
1. English 11	1. English 11
2. U. S. History	2. U. S. History
3. Mathematics	3. _____
4. Elective	4. _____
5. Elective	5. _____
6. Study Hall	6. Study Hall

Grade 12

Course Area	Course Selection
1. English 12	1. English 12
2. Elective	2. _____
3. Elective	3. _____
4. Elective	4. _____
5. Elective	5. _____
6. Study Hall	6. Study Hall

B. Choosing the right career is extremely important for later life. In the space provided, list your first, second, and third career choice. Then, identify the education requirements for entrance to this career.

Career Area	Education Requirements
1. _____	
2. _____	
3. _____	

C. After high school, you may have to attend either college or technical-vocational school to achieve your career goal. In the space provided, identify your career choices, school choices, and program of study.

Career Choice	School Choice	Program of Study
1. _____		
2. _____		
3. _____		

Topic: Library Skills

Lesson: Seventeen

Objective: To develop skills needed for locating and using materials from the library and guidance office.

Activity: Have students visit the library and complete the series of library lessons. Also, have students visit the guidance office and explore the counselor's information services.

Resources: The school librarian and guidance counselor could serve as resource persons.

Evaluation: Student complete the series of library lessons with 70% accuracy or better.

KNOW YOUR LIBRARY

A

SERIES OF LIBRARY LESSONS

BY

MS. JOAN GREENWELL

LIBRARIAN

WEST HARDIN HIGH SCHOOL
STEPHENSBURG, KENTUCKY

APRIL - 1984

In the next three lessons you will review the arrangement of materials in the library and how to use the card catalog to find information quickly. Look over this list of terms that we used in the library. Think about these terms and how they can help you to find library materials. Then use these words to fill in the blanks in the questions.

Card catalog	author
alphabetical	name of publisher
Title	date of publication
Call number	cross reference
classification	subject
nonfiction	see card
fiction	see also card

1. The _____ is the same as the books address. It is located on the spine of the book and in the left hand corner of all of the catalog cards for the book.

2. _____ means putting the same kind of things together so that you can find them quickly. In the library we use the Dewey Decimal system.

3. The _____ is the key to the library like the index is the key to a book.

4. _____ books are arranged on the shelves alphabetically by the authors last name.

5. You can locate books in the library by looking them up in the card catalog by _____ _____ or _____.

6. _____ are thick or heavy cards interspersed at intervals of two or three inches between catalog cards. They extend above other cards and indicate by letters or words the content of the surrounding cards.

7. _____ refer by notation or direction from one place to another part containing related material.

8. _____ books are grouped by the subject that the book is about. Each book is given a number based on its subject and is arranged in numerical order on the shelves.

9. A _____ is a card on which reference is made to show where information will be found on the topic one desires. It indicates that there is nothing on the subject where one is looking but one should look in the place cited.

10. All the cards in the card catalog are arranged in one _____ order. Trays containing the cards are labled to show what part of the alphabet is covered in each tray.

The Dewey Decimal Classification is a numbering system for classifying books in the library. Each book is given a number based on its subject matter. There are 10 major classifications, but in each of the major groups there are unlimited subdivisions of the main classifications. Using the ten major groups there are unlimited subdivisions of the main classifications. Using the ten major Dewey Decimal classifications as listed below, indicate what call number would probably be given to the titles listed. What is the general subject that each book is about?

Dewey Decimal Classification: First Summary

000-099 General Works
100-199 Philosophy & Psychology
200-299 Religion
300-399 Social Sciences
400-499 Language
500-599 Pure Science
600-699 Applied Science
700-799 Fine Arts & Recreation
800-899 Literature
900-999 History & Geography

11. _____ Poems of Emily Dickinson
12. _____ E. S. P.
13. _____ Artistry in Stained Glass
14. _____ You and the Law
15. _____ Elements of the Universe
16. _____ The Great Depression and World War II
17. _____ Be a Winner in Tennis
18. _____ The Supreme Court and the Constitution
19. _____ Canada's Wilderness Lands
20. _____ Cassell's Spanish Dictionary

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Title	date of publication
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classification	subject
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fiction	see also card

1. The Call Number is the same as the books address. It is located on the spine of the book and in the left hand corner of all of the catalog cards for the book.
2. Classification means putting the same kind of things together so that you can find them quickly. In the library we use the Dewey Decimal system.
3. The Card Catalog is the key to the library like the index is the key to a book.
4. Fiction books are arranged on the shelves alphabetically by the authors last name.
5. You can locate books in the library by looking them up in the card catalog by Title Author or Subject.
6. Cross Reference are thick or heavy cards interspersed at intervals of two or three inches between catalog cards. They extend above other cards and indicate by letters or words the content of the surrounding cards.
7. See Card refer by notation or direction from one place to another part containing related material.

8. Non -Fiction books are grouped by the subject that the book is about. Each book is given a number based on its subject and is arranged in numerical order on the shelves.

9. A see also card is a card on which reference is made to show where information will be found on the topic one desires. It indicates that there is nothing on the subject where one is looking but one should look in the place cited.

10. All the cards in the card catalog are arranged in one Alphabetical order. Trays containing the cards are labled to show what part of the alphabet is covered in each tray.

The Dewey Decimal Classification is a numbering system for classifying books in the library. Each book is given a number based on its subject matter. There are 10 major classifications, but in each of the major groups there are unlimited subdivisions of the main classifications. Using the ten major groups there are unlimited subdivisions of the main classifications. Using the ten major Dewey Decimal classifications as listed below, indicate what call number would probably be given to the titles listed. What is the general subject that each book is about?

Dewey Decimal Classification: First Summary

000-099 General Works
100-199 Philosophy & Psychology
200-299 Religion
300-399 Social Sciences
400-499 Language
500-599 Pure Science
600-699 Applied Science
700-799 Fine Arts & Recreation
800-899 Literature
900-999 History & Geography

11.	800 - 899	Poems of Emily Dickinson
12.	100 - 199	E. S. P.
13.	700 - 799	Artistry in Stained Glass
14.	300 - 399	You and the Law
15.	500 - 599	Elements of the Universe
16.	900 - 999	The Great Depression and World War II
17.	700 - 799	Be a Winner in Tennis
18.	100 - 199	The Supreme Court and the Constitution
19.	900 - 999	Canada's Wilderness Lands
20.	400 - 499	Cassell's Spanish Dictionary

A-As	At-Bo	Bp-Ce	Cf-Dof
Dog-El	Em-Ez	F-G	H-I
J-K	L	M-Mad	Mae-Mow
Mox-Pef	Peg-Q	R	S-Sec
Sed-T	U-Ur	Us-Vam	Van-Z

1. In which drawer of the card catalog would you look for titles, authors, or subjects that begin with the following abbreviations, words, or numbers.

(title) Dr. Kildare _____

(title) Jokes _____

(title) 2001 _____

(author) Edna Ferber _____

(author) Allen McNutt _____

(subject) Mt. Joy _____

(subject) An Ape _____

(title) Years of _____

(title) The American _____

(subject) U.S. History _____

(title) Celia Garth _____

(title) Prices _____

2. Look up the following subjects in the card catalog. Check the cross references. If you don't find cross references think another heading. List other subject headings under which you might look in the card catalog to find books related to the subject.

Rattlesnakes _____ _____

Trains _____ _____

Car racing _____ _____

Sports _____ _____

Civil War _____ _____

3. If you were writing a paper and were looking for information about hunting in the card catalog, and under "hunting" you found several books listed, one of them having the call number 799.2 NEW and one of them having the call number F KJE which of these two books would you want to look in for information? _____

Why? _____

4. Does your library have these books? Give the call number and author and indicate what guide word was in front of this entry.

	Call #	Author	Guide Word
The Outsiders	_____	_____	_____
Daughter of the Legend	_____	_____	_____
Leaves of Grass	_____	_____	_____
Glory Road	_____	_____	_____
Buried Alive	_____	_____	_____

5. Give the title _____ author _____ and copyright date _____ of any book about George Washington.

6. Does your library have any books written by Ernest Hemingway? Write the titles and call numbers of three of his books.

_____ _____

_____ _____

_____ _____

7. Does the library have any books about the solar system? Give the titles and call numbers of two of them.

_____ _____

_____ _____

What subjects did you look under in the card catalog? _____

_____ What cross references were given?

(see) _____ _____

(see also) _____ _____

8. Find on your library shelves any three books numbered 821. Write their titles here.

_____

_____

_____

They are all books about _____

9. Remember that science books are grouped together and in the Dewey Decimal system they are given a number in the "500's". Then books within each branch of science are grouped together. Check the books on your library shelves and indicate what branches of science are represented by the numbers listed below.

510 _____

540 _____

580 _____

590 _____

10. Locate the books listed below by looking them up in the card catalog. Write down the call numbers, then find the books on the shelf.

Giant (title) _____

Baseball (subject, any book) _____

Janice Holt Giles (author, any book) _____

Years of Madness (title) _____

James A. Michener (author, any book) _____

Flags (subject, any book) _____

A-As	At-Bo	Bp-Ce	Cf-Dof
Dog-El	Em-Ez	F-G	H-I
J-K	L	M-Mad	Mae-Mow
Mox-Pef	Peg-Q	R	S-Sec
Sed-T	U-Ur	Us-Vam	Van-Z

1. In which drawer of the card catalog would you look for titles, authors, or subjects that begin with the following abbreviations, words, or numbers.

(title) Dr. Kildare J - K

(title) Jokes J - K

(title) 2001 Sed - T

(author) Edna Ferber F - G

(author) Allen McNutt Mae - Mow

(subject) Mt. Joy J - K

(subject) An Ape A - As

(title) Years of Us - Vam

(title) The American A - As

(subject) U.S. History H - I

(title) Celia Garth F - G

(title) Prices Peg - Q

2. Look up the following subjects in the card catalog. Check the cross references. If you don't find cross references think another heading. List other subject headings under which you might look in the card catalog to find books related to the subject.

Rattlesnakes _____ Snakes

Trains _____ Railroad

Car racing _____ Automobile Racing

Sports _____ Recreation

Civil War _____ War Between the States

3. If you were writing a paper and were looking for information about hunting in the card catalog, and under "hunting" you found several books listed, one of them having the call number 799.2 and one of them having the call number F NEW KJE which of these two books would you want to look in for information? 799.2

Why? 799.2 is a non-fiction source.

4. Does your library have these books? Give the call number and author and indicate what guide word was in front of this entry.

	Call #	Author	Guide Word
The Outsiders	_____	_____	_____
Daughter of the Legend	_____	_____	_____
Leaves of Grass	_____	_____	_____
Glory Road	_____	_____	_____
Buried Alive	_____	_____	_____

5. Give the title _____ author _____ and copyright date _____ of any book about George Washington.

6. Does your library have any books written by Ernest Hemingway? Write the titles and call numbers of three of his books.

_____ _____

_____ _____

_____ _____

7. Does the library have any books about the solar system? Give the titles and call numbers of two of them.

_____ _____

_____ _____

What subjects did you look under in the card catalog? _____

_____ What cross references were given?

(see) _____ _____

(see also) _____ _____

8. Find on your library shelves any three books numbered 821. Write their titles here.

_____

_____

_____

They are all books about _____

9. Remember that science books are grouped together and in the Dewey Decimal system they are given a number in the "500's". Then books within each branch of science are grouped together. Check the books on your library shelves and indicate what branches of science are represented by the numbers listed below.

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580 _____

590 _____

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Baseball (subject, any book) _____

Janice Holt Giles (author, any book) _____

Years of Madness (title) _____

James A. Michener (author, any book) _____

Flags (subject, any book) _____

You have learned about the various parts of books. Not all books have all of the parts listed below. Usually fiction books have glossaries, indexes, and bibliographies to help you find and better understand the facts presented in the book. Look over the list of parts of a book. Think about these parts. Look at your packet of examples and fill in the blanks of the ten problems.

Parts of a book

Glossary	table of contents
appendix	preface
index	footnotes
bibliography	copyright page
body	list of illustrations or maps
title page	heading

1. _____ Located at the beginning of the book this is similar to an outline. It shows the general divisions, units, or chapters as they appear in the book. Chapter numbers usually precede each division and page numbers follow.

2. _____ A dictionary section, usually in the back of a book, this is an alphabetical list of technical, foreign or special words with explanations or definitions.

3. _____ A supplementary section at the end of a book, this section gives extra information that may be almost anything from maps or diagrams to letters or copies of official documents.

4. _____ This statement of intention and scope of the book sometimes contains an acknowledgement of aid in preparation. It precedes the table of contents, is usually only a few pages in length and is sometimes called the forward, introduction, or acknowledgement.

5. Body — This main section of the book is sometimes called the text.

6. Title Page — On this page, usually the first printed page in the book, the author's name, the publisher's name and the place of publication are given.

7. List of Illustrations or maps — Usually found near the front of the book, this is a list of graphic material found in the book along with the page number. Graphic materials may be maps, charts, diagrams, photos, drawings, etc.

8. Bibliography — Usually found at the close of the book, but sometimes at the end of each chapter, this is a list of works used by the author in his preparation, or it may be a list of works on a subject dealt with in a book. The entries in this list include author's name, title of the book or article, the place of publication, publisher's name, date of publication and the page numbers of certain works. Entries are arranged alphabetically by the author's last name.

9. Index — Appearing in the back of the book, this is an alphabetical list of topics appearing in a book with the number of the page or pages on which the topic appears.

10. Footnotes — Appearing at the bottom of the page, these are keyed by numbers, asterisks or other symbols in the body of the page referring to the number below. These are in small type and tell where the author found some of his material, or explain further some statements made on the page.

You have learned about the various parts of books. Not all books have all of the parts listed below. Usually fiction books have glossaries, indexes, and bibliographies to help you find and better understand the facts presented in the book. Look over the list of parts of a book. Think about these parts. Look at your packet of examples and fill in the blanks of the ten problems.

Parts of a book

Glossary	table of contents
appendix	preface
index	footnotes
bibliography	copyright page
body	list of illustrations or maps
title page	heading

1. Table of Contents Located at the beginning of the book this is similar to an outline. It shows the general divisions, units, or chapters as they appear in the book. Chapter numbers usually precede each division and page numbers follow.

2. Glossary A dictionary section, usually in the back of a book, this is an alphabetical list of technical, foreign or special words with explanations or definitions.

3. Appendix A supplementary section at the end of a book, this section gives extra information that may be almost anything from maps or diagrams to letters or copies of official documents.

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Topic: Post Test

Lesson: Eighteen

Objective: To obtain a global measurement of each student's basic skills functioning.

Activity: Have students complete Form B of the Basic Skills Inventory.

Resources: Students need to complete Form B of the Basic Skills Inventory.

Evaluation: All answer sheets will be scored by the instructor.

Basic Skills Inventory
Form B

Name _____ Date _____

1. The sum of 178, 286.47 and 13.3 is equal to:

   A. 4.7777
   B. 47.777
   C. 477.77
   D. 4777.7
   E. None of the above

2. The difference of 716.48 and 98.5 is equal to:

   A. 61.798
   B. 617.98
   C. 6.1798
   D. 6179.8
   E. None of the above

3. The product of 586.43 and 16.7 is equal to:

   A. 9793.38
   B. 97933.8
   C. 979.338
   D. 97.9338
   E. None of the above

4. The quotient of 678 divided by 18.4 is equal to:

   A. 368.478
   B. 3.68478
   C. 3684.78
   D. 36.8478

5. Betty went to Jone's Store and bought $48.46 worth of groceries. She paid Mr. Jones with a fifty dollar bill. How much change did Betty receive?

   A. $1.64
   B. $1.54
   C. $1.44
   D. $1.34
   E. None of the above

6. Mr. Smith's class had the following scores on a recent history test: 82, 47, 36, 92, 100, 100, 32, 88, 92, and 72. Find the average score.

   A. 74.10
   B. 74.20
   C. 74.30
   D. 74.40
   E. None of the above

7. Mr. Bacon had a 24 3/4 foot board that he wishes to divide into 2 3/4 foot sections. How many sections did Mr. Bacon have?

   A. 4
   B. 6
   C. 9
   D. 11
   E. None of the above

8. Ms. McKinney made a cake which contained 2 3/4 cups of pecans, 1 1/2 cups of walnuts, and 1/8 of a cup of peanuts. How many cups of nuts were in the cake?

   A. 3 7/8 cups
   B. 4 3/8 cups
   C. 5 1/8 cups
   D. 3 1/8 cups
   E. None of the above

9. Ms. Miller had 8 1/2 yards of cotton print dress material. She wished to divide this material into four parts. How many yards would be in each part?

   A. 2 5/8 yards
   B. 2 3/8 yards
   C. 2 1/8 yards
   D. 2 7/8 yards
   E. None of the above

10. It is 3:00 p.m. in Paris, France. What time is it in Boston if this city is 6 hours behind Paris?

    A. 6:00 a.m.
    B. 7:00 a.m.
    C. 8:00 a.m.
    D. 9:00 a.m.
    E. None of the above

11. 3,627 ÷ 29 = _____

A. 115.17
B. 125.07
C. 122.16
D. 107.18
E. None of the above

12. 92.8 ÷ 3.87 = _____

A. 33.69
B. 23.87
C. 33.96
D. 23.98
E. None of the above

13. 1,760 ÷ 7.8 = _____

A. 225.64
B. 222.68
C. 224.17
D. 223.18
E. None of the above

14. 857 ÷ 4.57 = _____

A. 187.53
B. 190.53
C. 177.53
D. 167.53
E. None of the above

15. 8.52 ÷ .41 = _____

A. 21.56
B. 18.77
C. 20.78
D. 22.66
E. None of the above

16. 2 2/3 X 1 3/4 = _____

A. 4 7/8
B. 4 2/3
C. 4 1/2
D. 4 5/8
E. None of the above

17. 14 2/3 X 5 = _____

A. 71 1/2
B. 72 1/3
C. 73 1/3
D. 74 1/3
E. None of the above

18. 3/4 X 4 1/3 X 3 2/3 = _____

A. 10 7/12
B. 11 5/6
C. 11 11/12
D. 6 5/6
E. None of the above

19. 3/4 X 1 2/3 = _____

A. 1 1/2
B. 1 1/3
C. 1 1/8
D. 1 1/4
E. None of the above

20. 3/4 X 4/6 X 5/8 X 2/5 = _____

A. 1/8
B. 1/16
C. 1/32
D. 1/64
E. None of the above

21. 5 1/2 ÷ 2 2/3 = _____

A. 2 1/8
B. 2 1/16
C. 2 1/32
D. 2 1/64
E. None of the above

22. 2/3 - 1/4 = _____

A. 2 1/2
B. 2 1/8
C. 2 1/4
D. 2 2/3
E. None of the above

23. 14 ÷ 3/8 = _____

A. 35 1/3
B. 36 1/3
C. 37 1/3
D. 38 1/3
E. None of the above

24. 18 2/3 ÷ 3 1/2 X 2 1/3 = _____

A. 3 1/2
B. 9 2/3
C. 12 4/9
D. 14 7/12
E. None of the above

25. 7/8 ÷ 1 1/2 X 2/3 = _____

A. 7/36
B. 7/9
C. 7/12
D. 7/18
E. None of the above

Directions: (26-40) In each of the following words there may be a misspelled word. Choose the letter of the misspelled word. If there are no misspelled words, choose the letter E.

26. A. because B. urgent C. found D. inspector

27. A. conversation B. concede C. cunfront D. sullen

28. A. electric B. mechansim C. apparent D. swore

29. A. defendent B. confide C. neighbor D. proven

30. A. examine B. occasion C. convection D. caliber

31. A. vanish B. instrumen C. heard D. supreme

32. A. incidental B. private C. consistent D. second

33. A. because B. yearly C. watter D. above

34. A. experience B. viewpoint C. possibly D. restles

35. A. vanist B. address C. someone D. slacken

36. A. tense B. emerge C. grufly D. apartment

37. A. altomatic B. vague C. collar D. pinpoint

38. A. disapprove B. statment C. pocket D. shadow

39. A. deft B. concentrade C. slam D. twenty

40. A. sudden B. select C. ignition D. moistire

Directions: (41-50) The following sentences contain errors in punctuation, grammar, and capitalization. Choose the letter of the error. If there is no errors, choose the letter E.

41. John along with the other boys were present at the show.
A B C D

42. Lets mail the package to the N.C. Johnson Company.
A B C D

43. Either the red curtains or the blue curtains will be used for the july 4th celebration.
A B C D

44. All vancanies with the exception of one will be filled by elected officials.
A B C D

45. The students may choose no more then two classes from the elective list.
A B C D

46. You will need to mail the application to lexington, Kentucky.
A B C D

47. John wasn't consulted about the new class.
A B C D

48. All with the exception of Mary was present for the class meeting.
A B C D

49. Dont go to the game if you aren't going to yell.
A B C D

50. Please do not eat the cake before Lunch.
A B C D

Basic Skills Inventory
Form B

Name _____ Date _____

Directions: Write the correct letter for each questions on this answer sheet.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Basic Skills Inventory
Form B
Answers to Questions

1. C	26. D
2. B	27. C
3. A	28. B
4. D	29. A
5. B	30. E
6. A	31. B
7. C	32. E
8. B	33. C
9. C	34. D
10. D	35. A
11. B	36. C
12. D	37. A
13. A	38. B
14. A	39. B
15. C	40. D
16. B	41. C
17. C	42. A
18. C	43. D
19. D	44. E
20. A	45. C
21. B	46. D
22. D	47. E
23. C	48. C
24. C	49. A
25. D	50. D

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